



QUALITY TEACHER EDUCATION WITH INCLUSIVE EDUCATION

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ABSTRACT

Teacher education program should be structured and modified based on the findings of the researches in the field of education. Content, pedagogy, and technology are to be integrated. Furthermore, at the time of planning for teacher education program, policies, legislations, needs of the society and students, futuristic perspective, employability, technological advancement, and infrastructural issues should be given due attention.

KEYWORDS: Quality Teacher Education, Inclusive Education, Development, etc.

INTRODUCTION:

The fundamental principle of inclusive school is that all children should learn together wherever possible regardless of any difficulties or differences they may have. Inclusive School must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with their communities. The basic purpose of inclusive approach is to improve the quality of life through facilitating interactions between the children with and without special needs that would contribute to both bonding and building a complete society.

Inclusive elite is the need of an hour that can be made possible only when there is total encompassment in education. Now inclusive education is the most feasible plan of getting across of education to each child. The meaning of inclusion has emerged as a result of Social justice movement in the field of disability which emphasizes that the school create an environment in which children with special needs are seen as an active member of the social continuity with competence and capability for making positive contribution. Inclusive education as a concept is notion that requires school to respond to the varying competencies of children.

Inclusive education is a human right approach and the philosophy for attaining equity, justice and quality education for all children, especially those who have been traditionally excluded from mainstream education due to disability, ethnicity, gender or other characteristics, it is a human right approach, UNESCO has defined that it is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. In this context of education, the restructuring of school on inclusive lines is a reflection of the Social model in action.

Teacher Education: Conceptual Possibilities:

Teacher education aims at helping the teacher in understanding the nature, abilities, aptitudes, developmental level, individual differences, emotion, instincts, Sentiments, ambitions of the child and assists them in making better adjustments. However, a complete and successful implementation of inclusive education programs depends on a numbers of variables. One such variable, and perhaps the most important one, is the teacher education. Teacher education includes the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviours, and skills they require to perform their tasks effectively in the school and classroom.

The Secondary Education Commission has rightly observed the need of teacher for improving the quality and standard of education, after reviewing the status and service conditions of teachers. The Education Commission has pointed out, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". The Ministry of Education Document "Challenge of Education : A Policy Perspective has mentioned, "Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis these have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process. The National Educational policy has also stated, "The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate to devise appropriate methods of communication and activities relevant to the needs and capabilities of the concerns of the community.

Requirement of Quality Teacher Education for Inclusive Education:

Teacher's competence plays an essential role in quality education. Favourably disposed teachers toward the inclusion of students with disabilities in regular education classrooms employ more effective instructional strategies than those who hold negative attitudes. Studies suggest that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition or background. Researchers have also found out that there is a positive correlation between supportive attitudes by teachers and enhanced performance by students with disabilities who were included in regular classrooms. The need for high quality teachers equipped to meet the needs of all learners becomes evident to provide not only equal opportunities for all, but also education for an inclusive society. It is the knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for pupils, making the teacher a critical influence in education for inclusion and the development of the inclusive school.

Challenges to Ascertain Quality Teacher Education:

Teacher education India has been trying hard to strengthen its quality. After independence government of India had undertaken number of initiatives to promote quality teacher education in order to ensure quality education to one and all irrespective of any diversity. However, it is true that after persistent struggle there is evident improvement, but still there is no end to the perfection. Some of the challenges relating to quality teacher education which are confronting the successful implementation of inclusive education in its true Spirit are highlighted below:

- **Institutional Inertia and Brand Inquiry:** Due to the divergence of state, society, judiciary and education there is institutional inertia. Earlier the society was governed by society, and then state started governing the society, now the economy is overarching both the society and state. There is also public private dichotomy of the teacher education. Education has largely been commercialized by private and corporate sectors in India which in turn weigh down the quality of teacher.
- **Incompetency of Students and Teachers:** The existing training program does not provide adequate opportunities to the student teachers to develop competency because the organizers of teacher's training program are not aware of the existing problems of schools.
- **Poor Integration of Humane and Professional Skills among Teachers:** The teacher education for preparing humane and professional skilled teachers needs to be holistic. Along with content and methodology there is a need to integrate emotional competencies, passion, positive will, self-awareness, social sensitivity, self-management, empathy, interpersonal relationship, critical thinking, understanding of individual difference with regard to needs, ways of learning, and rates of learning, effective communication, problems Solving, decision making, leadership, life skills, techno pedagogic skills, human developmental skills, and Spiritual skills etc. However the present teacher education system has failed to cultivate most of the above mentioned skills within the teachers.
- **Alienated and Incompatible Modes of Education:** There is little parity amongst various modes of education, such as distance mode, e-mode, and face to face mode. Distance mode is diluted, e-mode is infancy, and the face to face mode is stagnant. There is no network amongst the various modes of teacher education. They are functioning more or less in isolation.
- **Rare Innovation:** Innovations in teacher education are very rare. It may be

attributed to many factors. Novel ideas do not incubate because of the adverse external conditions. There are wide gaps between the visionaries and actors. So very often the innovations have short life and die down in the institutions, where these originate. Sometime the most innovative programs fail in the formal system due to environment, poor socio-economic status, politics, and rigid policies, legislations, and stipulated boundaries of apex body.

- **Poor Research Scenario:** Research in education is replicate and repetitive devoid of freshness, either of problem or of approach or of methodology. There are more quantitative studies than qualitative. The studies are also scattered and unlinked. There is lack of continuity, cumulativeness, and synthesis. Most of the studies are descriptive rather than preventive and ameliorative, culture of incubation of ideas is grossly lacking, what to talk of inculcation, Statistics and psychometrics are superimposing reality.
- **Inadequate Techno-Pedagogy Skills and ICT Literacy:** We are in the era of information communication technology. Researchers have proved that technology plays a vital role in enhancing the quality and competence of the teacher. It enables teachers to deal with the diverse problems arise in the classroom. Still the advance techno-pedagogical skills have not been included in the teacher education program in a fabric manner in India and as a result, most of the teachers do not have knowledge of the availability, benefits and using strategies of technology in classroom situations.
- **Isolation of Special Education:** Very less importance has been given on the subjects and pedagogies of special education in the general teacher education program. As a result the teachers, who have been trained under general teacher education program, often fail to cater the needs of children with special needs in inclusive settings. On the other hand the number of special education institutions is very few and not capable of producing special educators in proportion with the numbers of children with special needs in India.
- **Comprehensive Teacher Profile for Inclusive Education in Digital Age:** Teacher for inclusive education in the digital age has to be highly versatile, resourceful, and techno-literate, because the inclusive class may be composed of audio impaired, visually challenged, deaf and dumb, and children with learning disabilities or intellectual disabilities, etc.
- **Problems of Practice Teaching:** Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are non-serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

Other Challenges:

- Selection problem.
- Insufficient financial grants.
- Stake holder non-alignment.
- Domain-pedagogy mismatches.
- No teacher education policy.
- Lack of culture-specific pedagogy.
- Problem of supervision of teaching.
- Narrow scope of teacher education.
- Little contribution to higher education.
- Deficient in facilities for pupil-teacher.
- Deficient in content of the teaching subjects.

Possible Solutions:

In addition to the above challenges the following Solutions are proposed for improving the quality of teacher education in order to confirm proper implementation of inclusive education in India which in turn will ensure holistic development of the individual as well as of the nation –

- Incorporating special education in curriculum of general B.Ed.
- Developing teacher education policy in India
- Regulations and norms of teacher education, Manpower planning in teacher education
- Appropriate methodology in teaching

- Internship in place of practice teaching
- Transferring special education under MHRD
- Introducing universal design of learning
- Research in educational technology, ICT and historical, economical and philosophical foundations.
- Professional skill development in the areas of cooperative learning, peer tutoring, adaptive curriculum, varied learning styles, etc.
- Collaboration between schools and teacher training institutions.
- Sufficient funding so that colleges will be able to develop programs for student teachers based on the need of the existing education system.
- Proper selection of teachers for training with adequacy in numbers.
- Innovating efficient teacher education programs.

CONCLUSION:

To conclude it can be said that as the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made to improve the teacher education programme so that it can gift us the quality and competent teachers capable of meeting the diverse needs of each and every students irrespective of their abilities and disabilities in an inclusive classroom. They are to be motivated to become dynamic, enthusiastic, positive, innovative, and creative. It is a proven fact that self-motivated and really industrious teacher can utilize his own resources to keep himself abreast of new knowledge and skills and teachers with adequate knowledge about various disciplines show positive attitude towards his her students.

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